DOCUMENT RESUME

ED 264 714 FL 015 220

AUTHOR Barr-Harrison, Pat
TITLE Prince George's County Public Schools Recommended Exploratory Outline and Guidelines for the Middle School Plus Detailed Plans for the First Six (6) Weeks.
INSTITUTION Prince George's County Public Schools, Upper Marlboro, Md.
PUB DATE 83
NOTE 23p.; Pages 13-15 are missing.
PUB TYPE Guides - Classroom Use - Guides (For Teachers) (052)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS County School Districts; *Course Content; Course Descriptions; Course Organization; Cultural Awareness; Elementary Education; *FLES; *French; *Introductory Courses; Language Skills; Lesson Plans; *Second Language Programs; *Spanish
IDENTIFIERS *Foreign Language Exploratory Program; Prince Georges County Public Schools MD

ABSTRACT

The recommended syllabus for an exploratory course about Spanish and French languages and cultures and their relationship to English is presented. The guide provides suggestions for approaching course planning and teaching; a list of areas of instruction, material resources, and methods of instruction for the specific linguistic, general language, culture, and career education components of the four specified instructional categories (making friends; travel and numbers; international week and beginning language; and food, holidays, and sports); a basic instructional timetable; suggested weekly outline and daily lesson plan formats; and suggested activities for each of six weekly segments. (MSE)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

FD264714

PRINCE GEORGE'S COUNTY PUBLIC SCHOOLS

RECOMMENDED

EXPLORATORY OUTLINE

AND

GUIDELINES

FOR THE

MIDDLE SCHOOL

PLUS

DETAILED PLANS FOR THE FIRST SIX (6) WEEKS

Developed by: Pat Barr-Harrison, Supervisor of Foreign Language
Acknowledgement: Dora Kennedy, Supervisor of Foreign Language

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Pat Barr-Harrison

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

Pat Barr-Harrison

FL015220

TABLE OF CONTENTS

	Page
. How to Approach Planning and Teaching the Exploratory Course (FLEX)	1
. Components of Each Category	2
. FLEX Outline and Timetable:	
September - October	3
November	4
December - January	5
January (cont'd)	6
. Organizing and Planning the First (1st) Week	7
. General Guidelines to Help Plan Weekly Outline and Daily Lesson Plans	8
. Recommendations for the FLEX Course	
Second (2nd) Week	9
Third (3rd) Week	10
Fourth (4th) Week	11
Fifth (5th) Week	12
Sixth (6th) Week	13
. Materials for FLEX Course	14-15

Points to Remember

1. This instructional packet does not replace the Foreign Language Middle School Guide. It is simply a mini outline/guidance of ideas and strategies to assist you, the teacher, in organizing and beginning your semester plan.

2. If the Exploratory is an eighth (8th) grade group, then one may cover only four chapters in the General Language book (Chapters 1, 2, 6 and 7). Therefore, the pace in the textbook could be slower. One could take up to two weeks for each chapter.

3. Use the questions at the end of each chapter in the General Language book to explore the chapter. Use the suggested activities.

4. A very helpful book to any teacher who needs ideas for the English connection is, English Everywhere,Meaning, Media and You. It is by Robert Potter, Globe Book Company, New York.

Pat Barr-Harrison

MIDDLE SCHOOL

HOW TO APPROACH PLANNING AND TEACHING FLEX

Points

I. It is important to understand that FLEX is a course about Spanish and French cultures and the relationship of these cultures and their languages to English.

II. This course has many books, however there are three major books students will use. They are:
1) General Language
2) Berlitz Spanish/French For Travelers
3) France , Mexico by Holt Rinehart & Company and/or Spain, Mexico, France - MacDonald Series

III. As a resource to plan, teachers may use many materials, however essential tools are:
1) The Pink Resource Guide to Exploratory
2) Foreign Language - Middle School Guide
3) Instructional Activity Packets
   a. Mexican Scene
   b. A Resource Unit: Spanish Influence in the U.S.
   c. Lingua Latina Mortua Non Est
   d. Word List Diagram
   e. Dictionary Activities
   f. Media Literacy
   g. Accessing Foreign Language Programs on the Computer (Memo - September 22, 1980)

IV. All lessons are planned through four major linguistic categories.

September - Making Friends

October - Travel, Cars & Driving, Numbers & Time

November - International Weeks
Begin French Phase

December Food Concepts in French Cultures

Holidays, Festival, Sports
Review, Post-test Survey

The teacher should decide, based on the Resource Guide, what aspects of the culture should be learned by students within their time table. There should be performance objectives written in two-week segments. The foreign phrases will then relate to the culture or through situational dialogs or circumstances (see outline...). The daily lesson plan will be based on the two-week plan which will help teachers reach all of their objectives by the end of the category study.

Each day, the lesson plan will contain:
1) Foreign Language - Linguistics
2) General Language
3) Foreign Culture

Pat Barr-Harrison

Components of Each Category

- Each of the categories should include the linguistic, general language, and culture areas. The teacher should decide which category will be selected, and what cultural information will be taught and learned during the first two-week phase. Then, each day something will be pulled from the first three areas below and they must all relate in some way.
- The materials indicate where one may go to find help in planning and teaching that particular area.
- The method shows how a teacher may approach teaching a particular area or developing a strategy in teaching a specific area.

Each category should include:

Areas	LINGUISTIC	GENERAL LANGUAGE	CULTURE	CAREER ED
	. Learning Foreign Language words and phrases related to the particular category or cluster. . Listening to the Foreign Language. . Pronouncing correctly. . Understanding expressions related to category. . Copying Foreign Language words and phrases. . Developing dictionary skills . Understanding and using borrowed words, cognates, derivatives, prefixes, etc.	. Language Concepts . Non-verbal communications . History of Languages . Latin and Greek roots . Language Differences . Linguistic aspects of the targeted language	. Contemporary life styles of the culture . Civilization: art, music, philosophy, lit. history	. Foreign Language and the world of work.
Material Resources	. FLEX Resource Guide . Berlitz Books . General Language Book . Foreman: France, Mexico and others . Mini Dialogs relating to the category.	. FLEX Resource Guide . General Language Book . *Dictionary/worksheets . Resource Books . Fact Sheet . LAP . *Reading Assignments with an instructional task . Signs as symbols	. FLEX Resource Guide . Books: France/Mexico/ Berlitz . Culture Capsules . *Fact Sheets . Teacher made worksheets . Maps . Filmstrips/Films . Realia . *LAP	. Foreign Language and Your Career, by E. Bourgoin . Career Education - Foreign Languages, by Prince George's County Foreign Language Staff . Newspapers
Methods	. Teacher Guided . Teacher Made Materials . Berlitz Book . Dictionary . Exploratory Materials Listed	. The English Connection . Discuss GL through questions . Contrast English and the targeted language. . Recognize the different languages through flashcards/ True-False statements/games . Projects	. Projects/Activities . Planning a Trip . Discussing Cultural Differences . Quiz Games . Culture Assimilators . Songs	. Presentations . Skits . Flashcards . Newspapers . Projects . Activities

SAMPLE DAILY LESSON PLAN OUTLINE

- Foreign Language - 10 minutes
- English Connection/ Word Study 5 - 10 minutes
- Culture Discussion 15 - 20 minutes
- Project/Activity/ Career Ed 10 minutes
- Review 3-5 minutes

BEST COPY AVAILABLE

Exploratory Outline and Timetable
Middle Schools

DATES

Classroom Time

Phase I	Category	For. Lang. - 10 Min. Approx.	Gen. Lang. Develop. - 15 Min. Approx.	Culture Component - 20 Min. Approx.
Sept.	Making Friends	• Salutations • Members of the family (Vocab.) Functional Dialogs 1. An American Student in Spain 2. Greeting Juan's family . Nos. 1 - 20 . Pre-Test Materials: 1. Dittos 2. Dialogs (Primero Visto) 3. Gen. Lang. Bk. #10 4. Flash cards	• Gen. Lang. Bk. #1 - 3 (A Chapter each week) English Connection 1. Origins 2. Cognates 3. Borrowed Words Materials: 1. Gen. Language Book 2. Words:Let's Get to Their Roots 3. Instructional Packets Cognates/Borrowed Words	• Where is Spanish Spoken World Geography Spain 1. Family 2. Major Cities 3. People 4. Historical Happenings 5. Spanish Exploration into North America • Career Awareness Materials: 1. Books on Spain 2. Filmstrip on Spain 3. Foreign Language & Your Career
October	Travel/ Shopping/ Cars/ No. & Time	• Vocabulary for Traveling • Weather Phrases Functional Dialogs 1. Airport Scene 2. Route from Airport/Signs 3. Sightseeing in Mexico 4. In the Hotel Materials: 1. Berlitz Travel Book 2. Pink Resource Guide 3. Dialogs on Ditto	General Language Book, # 6-8 Latin Words - Their relationship to Spanish/ English, e.g. OCTO - OCHO-OCTOPUS Materials: 1. General Language Book 2. Latin Packets	• Mexico/Puerto Rico Introduce South America through Projects • Discuss: Customs Beliefs Living Styles Materials: 1. Culture Capsules:Mexico/ USA-Hispanic So.America 2. Scott Foresman, Mexico 3. Filmstrip "Un Viaje Por Mexico" 4. Other Books & Filmstrips In The Media Center Instructional Packets a. Mexican Scene b. Spanish Influence in the U.S. 5. Puerto Rico

Pat Barr-Harrison

EXPLORATORY OUTLINE AND TIMETABLE
MIDDLE SCHOOL

NOVEMBER

1st Week — Review Spanish Phase

Give End-of-Phase Test - Include: Foreign Language Recognition
General Language Questions
Culture Questions

2nd Week - 3rd Week — International Week(s) (May cover two weeks)

1. Spend 1 - 2 days per language

	GL*		GL*
Italian -	p. 253	Oriental -	p. 341
Polish	p. 311	Arabic -	p. 325
Russian -	p. 295	Computer Language -	See memo on the computer
Artificial Languages	p. 133		

*-General Language Book (GL)

2. Use the following material resources
   - General Language Book
   - Berlitz Booklet
   - Filmstrips in Media Center
   - Films at Palmer Park Services
   - People from the Community

3. .Teach salutations in the language, if you know them.
   .Make the students aware of the language differences.
   .Show a film or filmstrip about the country or countries where the language is spoken.
   .Discuss some points about the culture, people, places, happenings, significant holidays, and any other pertinent fact about the language and the people.

4. Invite people from the community who may speak the language or have visited the country. (See your principal about this.)

5. If you cannot find the information on the computer language, check with Dora or Pat.

4th Week (Must begin French no later than 4th week) — Begin the Exploration of French
- Geography (Where French is spoken in the world)
- General Language p. 205 -

Pat Barr-Harrison

Pat Barr-Harrison

Exploratory Outline and Timetable
Middle Schools

Classroom Time

DATES	FRENCH PHASE -	FOREIGN LANGUAGE 10-15 MIN.	GENERAL LANGUAGE - 10-15 MINUTES	CULTURE - 20 MINUTES
DECEMBER AND JANUARY	FOOD CONCEPT & CULTURE HOLIDAYS & FESTIVALS	Meeting in a French Restaurant 1. Have situational dialogs •Introduce French vocabulary and phrases related to "ordering in a restaurant." 2. Create scenes e.g."French Family House at Dinner Time."	1. Discuss the importance of #4 General Language Book. 2. Discuss cognates - the English Connection. 3. Complete #5 General Language Book (Chapter #8 also)	1. FRANCE a. Regions of the Country b. Specific foods in those regions c. Significant People d. The American-French Connectio e. Similarities and differences in the culture of U.S.A. and France.
	MATERIAL = M	M - Berlitz French Culture Activity Book, Harcourt, Brace	M - General Language Book	M - France, Scott Foresman . culture capsule, France/USA . France, McDonald Series . Filmstrips on France (Closet) . Films - Palmer Park (Order) . Parlez-Vous Français Book
			PROJECTS 1. Cooking 2. Making an attractive menu for a Restaurant	2. Make students aware of the Franco phone Countries and Regions - Haiti (See filmstrips & cassette on caribbean) - Martinique - Quebec - Guadeloupe - Dakar, Senegal
			CAREER EDUCATION "TO INFUSE IN YOUR LESSON PLANS WEEKLY."	Decide what culture will be taught for the week, remembering you have only 20-25 minutes a day to discuss i

POINTS

. Teach about the French culture from a Regional Perspective.
Discuss: 1) What are the physical characteristics of that region?
2) What foods originated from that region?
3) What historic significance occurred in towns and cities of that region?
4) What are the regional festivals, if any?
[illegible] of the famous people from that region?

Pat Barr-Harrison

January

. First (1st) Week

- Begin summarizing, reviewing and closing the exploration of French

. Second (2nd) Week

- Review French and Test

. Third (3rd) Week

- Explore German and Latin
  Complete in the General Language Book
  German - Chapter 9 pages 147 --
  Latin - Chapter 12 pages 233 --

. Fourth (4th) Week

- Continue German/Latin
- Massive Review
- Post-test on Concepts
- End-of-course Survey Test

Planning the First (1st) Week

Organizing Your Day

1. To teach exploratory correctly and effectively:

   a) Plan a unit and organize by categories

   b) Every two weeks have a goal

2. Each week plan daily lessons from the chosen category and your goal.

3. Every two weeks assess:

   a) What concepts do I want students to learn?
   b) What phrases will I teach and practice?
   c) What root words, prefixes, cognates or suffixes can be related to the vocabulary or phrases? (If none, use Latin or Greek derivations)
   d) What cultural aspects will be introduced and how?

4. First Week:

   1. Course Content
   2. How it will be taught
   3. Grading Procedure
   4. Classroom Policies
   5. Projects
   6. Notebooks and other requirements
   7. Salutations - Practice
   8. Where is Spanish spoken in the World
   9. Map Work
   10. Non-Verbal Communication (#2)

5. A sample day in first week:

   ORAL - 5 minutes - A. Salutations

   5 minutes - B. Phrases - interaction: e.g. ¿Quién es?
   Es María
   Hola, María

   15 minutes - C. Discussion - (Spanish or French in the world, Capitals, map work, thoughts and preconceived views)

   10 minutes - D. Culture Capsule
   or
   Fact Sheet
   or
   Big "C" or Little "c" culture
   (Civilization) or (day to day cultural patterns)

   5 minutes - E. Review Sheet with oral presentation. Students read/role play

   5 minutes - F. Assignment and Summarize

   Notebook
   Language/Culture
   Vocabulary·People
   Phrases·Places
   Prefixes·Things
   Cognates·Ideas
   Derivations

A WEEKLY OUTLINE

and

A DAILY LESSON PLAN

1. Category
   - Foods, Concepts, and Dining

Components to include in Daily Planning

- The English Connection
- Borrowed Words-Cognates Derivatives
- Discussions-Reading
- Films
- Culture
- Specific Handouts-Instructions-Project
- Review

2. Planning
   - Have objectives each week

An example:

DISCUSS FOOD CONCEPTS	(Discussion of breakfast-lunch-dinner-snacks in the U.S. and in France).
TEACH WORDS	(hors d'oeuvre - gourmet - 10 food words)
SHOW FILMS	(Normandy/Marseille - 5 to 8 frames a day)
INCLUDE REVIEW	(Salutations - Nos. 1-20 - Vocabulary List)
TEACH	(Je voudrais...Qu'est que c'est? Nos. 20-60)
GIVE DITTO	(A typical French menu - explain and go over it)
READ	(Gen. Lang. Book, Pgs. 230, No. 5, and 210-213)
PRESENT	(Project: An imaginary trip to a cafe - students must make an attractive menu and create their skits to perform, based on two-three models).

Each day - a minimum of three instructional activities - which include salutations

foreign language / relating information about languages showing similarities or differences / culture presentation and discussions

3. Daily Plan

. Foreign Language - Situational Dialogue	10 minutes	"In a Restaurant"
. Eng. Connection/Word Study - Derivations	5-10 minutes	"bon Apétit" "à la carte"
. Culture Discussion (People, attitudes, regional foods)	15-20 minutes	Nice, contrasted with New Orleans
. Project/Activity	10 minutes	Work on Menus - Individually or by three's
. Review	3-5 minutes	Quick vocabulary review of foods that one may order for lunch in a "Brasserie"

4. Activities
   - Discussion
   - Listen and Guess
   - Puzzles (Doing)
   - Factual Bees
   - Review
   - Films: Analysis of Frames
   - Charting Maps
   - Creating & Performing Skits
   - Making: Postcards, Posters, Puzzles, Games, Menus, Calendars, Replicas of Monuments, etc.
   - Taking a trip: Tour Agents Tourist
   - Cooking
   - Dictionary → Categorizing People-Places-Foods

SECOND (2ND) WEEK

Foreign Language Component

. Continue practicing salutations
. Introduce mini dialogue and situation - A School in Madrid
  - salutations
  - meeting family members
  - classroom situations
  - numbers 1 through 10

. Vocabulary practices for specific mini situational dialogues
  - good morning, goodbye, how are you, my names is
  - mother, father, brother, sister, etc.
  - where is? - pencil, pen, book, etc.

General Language Component

	Latin	English
. English Connection, e.g.,	familia	family-familiar
	amicus	amiable

. General Language Book
  - Chapter #1, World Understanding
  - Chapter #2 (pgs 15-25), Verbal Communication
    (If you're in Spain and don't really know the language, what are some things you can do to communicate?)
. General Language Book, Chapter #6, Begin
. Filmstrip

Culture

. Map work
. Location of Spain/size in comparison to United States
. Compare aspects of Spain to parts of the United States
. Indicate Spanish influence in United States
. Highlight six (6) cities in Spain
  (Continue the theme of An American Student in Spain. Each weekend the student visits a different city with the family)
. Discuss gestures - what to avoid
. Family patterns - compare United States
. Filmstrip
. Give out Fact Sheet
. Begin Projects (See Project List)

Materials:	Book(s)	Filmstrips
	General Language, Chap #6	Why Study Foreign Language
	Spain (MacDonald)	Filmstrip on Spain
	Berlitz (vocabulary)	

Sample Dialogues

Good morning John
Hello Marie
How are you?
Fine
See you.

Hi John
Hi Maria
How's your sister?
Fine
What's your brother's name?

I have three brothers
Oh!
See you in school.

THIRD (3RD) WEEK

Foreign Language Component

- Recycle former vocabulary through review of situational dialogue practice
- Continue the American in Spain theme, discovering new ideas and information in school as well as on weekends
- Create situations and introduce new phrases
- Numbers 10 through 20
- Career awareness

General Language Component

- This week complete Chapter #6.
- Show continuity in thought. As the American travels through Spain, so did tribes hundreds of years ago. They learned new words and increased their knowledge.
- Indicate borrowed words from the Spanish language that are now in the English language.
- Show filmstrip
- English connection, e.g.,

Latin	French	Spanish
bonus	bon	bueno

Culture

- Continue with Spain (people, places, ideas)
- Map work
- As the American in Spain discovers the way of life of the people, have students compare this pattern of living with life in the United States.
- Review Fact Sheet
- Quiz
- Projects

Materials:	Book(s)	Filmstrip	Other
	Spain General Language Culture Capsule	"Linguistic Background" Spain	Resources .Books on Word Roots .Flashcards

Sample Dialogues

FOURTH (4TH) WEEK

Foreign Language Component

- Review vocabulary and phrases through situational dialogues about the American in Spain - his family/ school/ weekend excursion, etc.
- Numbers 20 through 100
- Quiz
- Teach days/months

General Language Component

- English connection
- Complete General Language #6; begin #7
- Try to give students cognates from the foreign language of words which relate to that component. Have them use the dictionary - see activity "Using the Dictionary"
- Filmstrip
- Latin/English connection - discuss myths/legends about the Greek, Latin origin
  (see: Latin and the World of Work (Excerpt for FLEX)

Culture

- Map work
- Complete the American in Spain - weekend excursion through Spain
- Quiz
- Introduce the Spain-Mexico Relationship

Materials:	Book(s)	Filmstrip	Other
	Spain Berlitz	"Linguistic Background" Complete Spain "Speaking of Languages"	

Sample Dialogues

FIFTH (5TH) WEEK

Foreign Language Component

- Begin the situations/dialogues about travelling through Mexico.
- Practice Days, Months through situations, e.g. date of arrival in Mexico, date plane leaves
- Introduce new vocabulary (See Berlitz Book, section: Arriving/Hotel/Sightseeing/Services/Road Signs)
- Teach phrases about the weather
- Continue the practice of numbers (practice numbers by indicating the arrival time to somewhere or the date of a sightseeing trip, etc.)

General Language Component

		Spanish	English
. English connection, e.g.,	weather	sol	solar

	Latin	Spanish	English
numbers	octo	ocho	octopus

(Look for a connection between languages)

- General Language Book - Continue to Study Chapter #7
- Refer to Latin packets

Culture

- Map work
- Begin the projects, e.g., posters/travel signs/tourist agency/ exchange student/etc.
  (Have students plan a trip which requires a passport or student card.)
- Filmstrips (introduce/view/discuss/relate)
- Discuss the Mexican influence in the United States

Materials:	Book(s)	Filmstrips
	Mexico	"Un Viaje Por Mexico"
	General Language	Any Film or filmstrip about Mexico
	Berlitz	
	Culture Capsules	

Sample Dialogues

To be developed

SIXTH (6TH) WEEK

Foreign Language Component

- Bring the travel through Mexico to a closure.
- Tell students they must begin their imaginary trip to a restaurant anywhere in Latin America. Those who do not wish to visit Latin America this year may visit Puerto Rico. They must describe their restaurants and tell us what they plan to order.
- Students will practice:
  Ordering in Spanish
  Saying: Thank you
  - That was delicious.
  - Everything is fine. The bill please.

General Language Component

Include Chapter #8

Look for an English connection.

English Connection: "Chocolate" - a warm drink. Chocolate comes from the cocoa bean which dates back to Mexico and the Aztec language.

Culture

Introduce Puerto Rico and countries in Latin American through projects or oral reports.

Have students look at a map and select a country in Latin America or Puerto Rico. They must:

- Tell something about life in the selected country.
- Tell why would anyone wish to visit their country (list attractions).
- Design a menu of foods one would find in the country and name a "specialty food" that is popular.
- Design the cover of their menu incorporating something cultural from the country.

Materials:

- National Geographics in school library
- Culture Capsules
- Magazines
- Any filmstrip in the Social Studies Department, Library or Foreign Language Department

Sample Dialogues

Materials for Exploratory Course

1. Texts

   General Language - Holt Rinehart-Winston

   France)
   Mexico) People of the World Series - Scott, Foresman

   Spain)
   France) The Land and Its People - MacDonald Countries Series
   Mexico) Classroom set of Spain and one other

   French for Travellers)) (classroom set)
   Spanish for Travellers) Berlitz (classroom set)
   German for Travellers)) (1 - 10 copies)

2. Travel Guide Books - Usually Fodor but could be other:

   France
   Spain
   Caribbean
   Luxemburg/Belgium
   Paris
   Mexico
   South America
   Morrocco

3. MAPS - In addition to the ones already in department

   Languages of the World
   Map of Quebec
   Desk Size maps
   - France
   - Spain
   - Germany
   - Mexico
   - South America
   - Quebec
   - Africa
   - Caribbean Area

4. Other Books

   One teacher copy - Parlez-Vous Français

   Silver Burdett: MacDonald Countries (One or more copies)
   - West Germany
   - Belgium - Luxemburg
   - Canada

   Puerto Rico (Reading Exercises) - Continental Press, Inc.

   /Viva/ Famous Mexican Americans - Steck-Vaughn Co.

National Textbook Company

Welcome to France
Welcome to Spain
Life in a West German Town

5. Cooking Books

Cooking of France
Cooking of Spain/Portugal
African Cooking
Latin American Cooking
Cooking of Caribbean Isles

6. Metric System Charts

7. Webster's Student Dictionary (English - word origins)

8. USA - Mexico
USA - France
USA - South America

9. French Teenager
Spanish Teenager
German Teenager

10. Latin Charts

Derivative Tree
Constitution showing Latin derivatives
Latin & Greek scientific names

11. Equipment

Rotisserie

12. Filmstrips

1. "Speaking of Language (Discs/Filmstrip) - Guidance Associates
2. "Linguistic Backgrounds of English" - Society for Visual Education
(6 filmstrips, 3 records, 6 guides)
(check in your Media Center if it is not in your department)
3. "People of the Caribbean - Learning Arts
(discs/filmstrip)
4. Puerto Rico and the Puerto Ricans
(disc/filmstrips)
5. "Passport to Mexico" - EMC Corporation
6. Berlitz - Pathescope Travel Series (French, Spanish, German)
7. "Why Study Foreign Languages"
8. "Why Study French (filmstrip/cassette)
"Why Study German (Filmstrip/cassette)